Stage 3 – Plan Learning Experiences and Instruction

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| **Lesson 1**   |  | | --- | | **Consider the W.H.E.R.E.T.O. elements**. **(L)** | | **(W)** 1.1 Students will understand that autobiographical elements of a novel have strong implications for its plot and characters **(where)**. This is done in order to understand how the author's personal choices effect the fictional elements of a novel **(why)**. *Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact* **(what)**. **(H)** 1.2 Hook: Students will break into small groups and each share a 30 second version of their life story to introduce them to the ideas of autobiography. **(E)** 1.3 Students will know about Zelda Sayre, Ernest Hemingway, "Lost Generation", French Riviera. **(equip).** I am using this Venn Diagram to help students compare and contrast F. Scott Fitzgerald's life with that of his characters. The Three-Step Interview will allow students to get more in-depth with the details of both elements **(explore).** Students will be able to reflect on Fitzgerald's autobiographical connection to the text by keeping an ongoing blog throughout the unit that allows them to think deeply about the writing process **(experience)**. **(R)** 1.4 Philosophical Chairs will allow students to re-develop their opinions on Fitzgerald's life and the life of his characters by letting them change their positions on a specific issue **(rethink).** Students will self-assess their blog throughout the entire unit by paying attention to the growth of their writing style and using an ongoing checklist. Students will 'follow' each other's blogs and provide constructive peer feedback on ideas and writing style **(revise/refine).** The teacher will evaluate the blogs with a different checklist that is more analytical than the self-evaluation **(revise/refine)**. **(E)** 1.5 Formative Assessment - **Pre-Assessment:** class brainstorming session, **Checking for Understanding:** Philosophical Chairs and **Timely Feedback:** self, peer, teacher **(evaluate)**. **(T)** 1.6 **(Tailors)** **Verbal:** Students have a chance to write down their responses to questions about Fitzgerald's life before sharing them with the group. **Logic:** Students are given logical questions to answer about Fitzgerald's life and will use reasoning to explain their choices. **Visual:** Students fill out a Venn Diagram before and during the class discussion that compares Fitzgerald's life to that of his characters. **Kinesthetic:** Students move around the classroom according to their view on Fitzgerald's writing choices. **Musical:** Music will signal students when it is time to consider changing their opinion on the topic of Fitzgerald's writing choices. **Interpersonal:** Students will participate in a class-wide discussion about the similarities and differences between Fitzgerald's life and that of his characters. **Intrapersonal:** Students will have time to reflect on their own about the topic of Fitzgerald's writing choices. **Naturalist:** The class discussion about Fitzgerald's life can held outside weather permitting. **(O)** 1.7 Students will be able to reflect on Fitzgerald's autobiographical connection to his text and examine their own lives in return **(self-knowledge)**. **Product:** blog. **Number of days: 1 (Organize)** |   **Lesson 2**   |  | | --- | | **Consider the W.H.E.R.E.T.O. elements**. **(L)** | | **(W)**2.1 Students will understand that literature is heavily influenced by its language and cultural setting **(where)**. Students need to know how to connect a text's setting to its plot **(why)**.  *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful* **(what)**.  **(H)** 2.2 Hook: Students will dress up in 1920's era costumes provided by the teacher. **(E)** 2.3 Students will know the Jazz Age, prohibition, Great Depression, women's suffrage, jazz music **(equip).** Jigsaw will be used so that students can teach each other about the different aspects of 1920s culture that are present in the novel **(explore).** Students will be able to exhibit their understanding of the various cultural contexts and literary techniques present in the novel by creating a wiki that informs on one or more aspects of the two **(experience).** **(R)** 2.4 Word Sort will allow the teacher to see what information students still need help with **(rethink).** Students will assess each other's wikis with a checklist **(revise/refine).** The teacher will assess the students' wikis with a rubric and a one-on-one conference discussing their development of the project **(revise/refine).** **(E)** 2.5 Formative Assessment - **Checking for Understanding:** Word Sort and **Timely Feedback:** teacher and peer **(evaluate)**. **(T)** 2.6 **(Tailors)** **Verbal:** Students will compile a written document exploring a topic of 1920s culture. **Visual:** Students can create a piece of visual art representing the 1920s to accompany their wiki. **Kinesthetic:** Students can perform a skit about the 1920s to accompany their wiki. **Musical:** Students can perform a musical number about the 1920s to accompany their wiki. **Interpersonal:** Students can organize a small group discussion about one topic from the 1920s to accompany their wiki. **Naturalist:** Students can gather objects from outside that could represent the 1920s to present alongside their wiki. **(O)** 2.7 Students will be able to exhibit their knowledge of cultural movements and language styles **(apply)**. **Product:** Wiki. **Number of days: 2 (organize)** |   **Lesson 3**   |  | | --- | | **Consider the W.H.E.R.E.T.O. elements**. **(L)** | | **(W)**3.1 Students will understand that novels have specific themes that are developed in various ways throughout the text **(where)**. The best way to understand the themes of a text are to apply them to relatable situations **(why)**. *Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text* **(what)**. **(H)** 3.2 Hook: Working in small groups, students will be assigned a theme from the novel and perform a skit demonstrating it to the class.  **(E)** 3.3 Students will know themes of greed, loss of innocence, psychiatry, deception **(equip).** The Cluster/Word Web 1 will be used to help students organize the different themes present in the novel and show how they lead into the bigger ideas and themes. Mix-Pair-Freeze will allow students to focus on the specific terminology present in explorations of the novel's different themes **(explore).** Students will understand how the novel's themes connect to its messages and know how they are applicable to real-life situations by making a Glogster digital poster that gives visual representations of the themes **(experience)**. **(R)** 3.4 Whip It allows for the teacher to make sure that all student concerns and questions are addressed **(rethink).** The teacher will evaluate the students' digital posters with a checklist and rubric **(revise/refine).** Students will assess each other's posters with a checklist and a Gallery Walk **(revise/refine).** **(E)** 3.5 Formative Assessment - **Checking for Understanding:** Whip Around and **Timely Feedback:** teacher and peer **(evaluate)**. **(T)** 3.6 **(Tailors)** **Verbal:** Students can include a written explanation of their poster about the themes of the novel. **Logic:** Students can provide a logical explanation of the reasoning for making the poster about the themes of the novel. **Visual:** Students will create a digital, visual poster about the themes of the novel. **Kinesthetic:** Students are allowed to create a skit to go along with their presentation of the poster about the themes of the novel. **Interpersonal:** Students will evaluate each other's posters about the themes of the novel with a Gallery Walk before they are completed. **Intrapersonal:** Students will write short reflections about the process of developing their poster about the themes of the novel **(O)** 3.7 Students will be able to evaluate themes of the novel and their application to real-life situations **(interpret)**, **Product:** Glogster. **Number of days: 2 (organize)** |     **Lesson 4**   |  | | --- | | **Consider the W.H.E.R.E.T.O. elements**. **(L)** | | **(W)**4.1 Students will understand that autobiographical elements of a novel have strong implications for its plot and characters **(where)**. An author's personal connection to the text always affects its plot **(why)**. *Analyze how an author's choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact* **(what).** **(H)** 4.2 Hook: The teacher will show a clip from the film Midnight in Paris to introduce students to the "Lost Generation." **(E)**4.3 Students will know about the "Lost Generation." **(equip).** Students will use the Five W's Chart to help them organize plot details and understand how the plot develops, and Round-Robin Brainstorming will give students the opportunity to share their ideas before applying them to the project **(explore)**. Students will use iMovie to act out a comparison of Fitzgerald's life and the lives of his characters in a way that helps them understand the impact that autobiographical elements have on a novel **(experience)**. **(R)** 4.4 Timed-Pair-Share will give students a chance to explore many different ideas and get peer feedback on their project as they complete it **(rethink).** The iMovie will be graded by the teacher using a checklist and conferences with each group **(revise/refine).** Each iMovie will be viewed by the entire class, who will fill out evaluation checklists for the project **(revise/refine).** **(E)** 4.5 Formative Assessment - **Checking for Understanding:** Timed-Pair-Share and **Timely Feedback:** teacher and peer **(evaluate).** **(T)** 4.6 **(Tailors)** **Verbal:** Students will provide a written script of the dialouge in their iMovie. **Logic:** Students will explain logically why they think Fitzgerald made certain choices in writing his novel. **Musical:** Students can include music or a performance of their own in their iMovie. **Interpersonal:** Students are encouraged to use classmates or friends in their iMovie. **Intrapersonal:** Students will complete a reflection about their creative process of making the iMovie. **Naturalist:** Students are encouraged to set at least part of their movie outside. **(O)**4.7 Students will be able to consider the ways that the autobiographical elements of the text influenced its plot, characters, etc **(empathy).** **Product**: iMovie. **Number of days: 3 (organize)** |   **Lesson 5**   |  | | --- | | **Consider the W.H.E.R.E.T.O. elements**. **(L)** | | **(W)**5.1 Students will understand that novels have specific themes that are developed in various ways throughout the text **(where)**. A novel's themes are developed from character, tone, setting, etc **(why)**. *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful* **(what)**. **(H)**5.2 Hook: students are randomly assigned some kind of secret (crashed their parents’ car, won the lottery, missing a pinky toe, etc) that their classmates have to guess based on conversations happening around the room **(E)** 5.3 Students will know themes of psychiatry and deception. **(equip).** Students will use the Four Column Chart to list out characteristics of four themes from the novel, and Thinkpad Brainstorming will allow them to add more information to the chart after collaboration with their peers **(explore).** Students will develop a digital portfolio that depicts their understanding of the ways that a novel's theme is developed by collecting their observations on plot, tone, and character development throughout the unit **(experience)**. **(R)** 5.4 Capactity Matrix will help students to break down the different elements of theme development and self-assess for errors **(rethink).** Students will self-evaluate their portfolios throughout the unit with an ongoing checklist **(revise/refine).** The teacher will have a one-on-one conference with each student about their porfolio **(revise/refine).** **(E)** 5.5 Formative Assessment - **Checking for Understanding:** Capacity Matrix and **Timely Feedback:** teacher and self **(evaluate).** **(T)** 5.6 **(Tailors)** **Verbal:** Students will include written work in their portfolio. **Visual:** The portfolio will contain elements of the student's original visual art. **Kinesthetic:** Students can perform a skit to accompany their portfolio. **Musical:** Students can include music or a musical performance in their portfolio. **Intrapersonal:** Students will include personal reflections in their portfolio. **Naturalist:** Students can include physical artifacts of nature in their presentation. **(O)** 5.7 Students will be able to infer the novel's themes from plot, tone, and character development **(perspective)**. **Product:** Portfolio. **Number of days: 2 (organize).** |   **Lesson 6**   |  | | --- | | **Consider the W.H.E.R.E.T.O. elements**. **(L)** | | **(W)**6.1 Students will understand that literature is heavily influenced by its language and cultural setting **(where)**. A novel's message can be explained through its plot and themes **(why)**. *Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful* **(what)**. **(H)** 6.2 Hook: Students will take turns being assigned a person from the "Lost Generation" and will be given scenarios to act out as if they were that person.  **(E)**6.3 Students will know autobiographical elements of the text. **(quip).** Story Map 1 will help students develop a plot for their sequel to *Tender is the Night,* and Think-Pair-Share gives them many opportunities to revise and edit their story with the help of their peers **(explore).** Students will use apply their knowledge about the many different components of a novel by creating a Prezi that shows what they think would happen to the characters after the conclusion of the novel **(experience)**. **(R)** 6.4 **Slap It** will help students answer questions about the historical events that serve as background for their sequel project **(rethink).** Students will self-evaluate their project with a personal checklist that they develop themselves **(revise/refine).** All of the projects will be peer evaluated with a checklist **(revise/refine).** The teacher will assess the projects with a rubric **(revise/refine).** **(E)** 6.5 Formative Assessment - Checking for Understanding: **Slap It** and **Timely Feedback:** self, peer, and teacher **(evaluate)**. **(T)** 6.6 **(Tailors)** **Verbal:** The Prezi will contain the student's original creative writing. **Logic:** The student can explain certain elements of their original story using math or logical equations. **Visual:** The Prezi will contain the student's original creative visual art. **Kinesthetic:** Students can perform a skit for part of their Prezi. **Musical:** Students must include music and/or sound in their Prezi. **Interpersonal:** Students will present their Prezi to the class. **(O)** 6.7 Students will be able to derive meaning from the language of the text and its cultural background **(explain). Product**: Prezi. **Number of days: 3 (organize)** |   2004 ASCD and Grant Wiggins and Jay McTighe |

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